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Let's Sing a Song Of Nursery School

By Miriam Lowenberg

BEFORE I tell you what will happen today at our nursery school at 12 o'clock, I want to give you our menu. We are having broiled bacon, baked lima beans, scalloped tomatoes, whole wheat bread sandwiches, milk, apple sauce and ginger bread.

We have certain prerequisites which every nursery school dinner must fulfill. This is the heaviest meal of the day for our children, who are from two to six years old, so we give them between a third and a half of the day's food. The child must have certain minerals, vitamins, so many calories and so much protein. To give him these we serve either meat or eggs every day. We always have at least two vegetables and one fruit, unless we are serving a milk dessert. We also have whole wheat sandwiches, and one cup of milk per child. Our desserts are simple and are made of milk, eggs and fruit—sometimes with a starchy foundation. We frequently serve sponge cake, plain rolls, oatmeal cookies or gingerbread.

The nursery school here at Iowa State College is a laboratory for the home economics girls, who are all required to take a three months' course in child development. At the present time there are 75 in these classes. During their laboratory work they assist with the children at play, at rest, at meals and with the preparation of the children's meals. Each girl helps with preparing dinner for five hours during the three months. This is as much a part of her training in food preparation as any other such work which she takes at Iowa State College. While she is getting dinner ready, she is learning how children's food should be prepared. It is less difficult to get the girls to make good white sauce or to cook the vegetables just right when they know that the welfare of twenty children is in their hands. Each girl eats with the children two days when she prepares food for them. Often a child's comments on her product makes a lasting impression on the student cook. No food which is not standard can be served to the children. We could not have a child learn to dislike tomato soup because it had a scorched flavor. When his habits are being formed it is important that he make a favorable reaction to every food.

According to the standards set up by child nutritionists, each child should have

either the juice of one medium orange or one cup of tomato juice every day. The one-third cup of tomato juice which we give them at mid-morning isn't intended to furnish them with the vitamin C which they require—merely to give them a small amount of food to relieve fatigue from the strain of the morning's regime.

Our children often comment on the bright color of their food. Pink seems to be an especially pleasing color in food to a child, as four-year-old Phyllis recently demonstrated. The dessert had just come into the dining room when she burst out in full glee: "Oh, Mrs. Swanson (every adult woman is a Mrs. to a nursery school child) we have ice cream today, and it's pink ice cream."

Now suppose that it is ten minutes until twelve, and I'll take you with me to our nursery school. We must be there at twelve o'clock, because the children have their dinner exactly at noon.

As you are coming up the walk you notice a red brick building close to the one you are entering. That is the first nursery school. Later you will want to visit it, because you've heard how a brick barn was converted into an interesting school for children.

The building you are now entering is called the nursery school annex, and was used for the first time this fall. All the food for the noon meal is prepared and served in this building now. Our nursery school comprises two groups of children, twenty-five between the ages of three and five, who play and rest in the brick building, and fifteen between the ages of two and three who spend their school time in the building we are about to enter.

We enter the front door and go through a small cloak room into a broad hall, which connects two airy rooms. In the



Forks Are Hard to Handle

south room are three small blue and cream colored tables, about twenty inches high, which are covered with squares of attractive blue-green oilcloth and set for dinner with a fork, two spoons and a small empty glass. Where an adult will sit there is a knife. On each table is a small gay-colored flower pot with a plant in it. Beside this is a soft green or yellow pottery pitcher, filled three-quarters full of milk and covered with a paper napkin. The pitchers are broad and flat. A small blue and cream colored chair is in place for each child, on the back of which is a bib labeled for him. Dicky bird is getting in tune to help in the "Thank You" song. There he is in his green cage, as happy as can be.

In the hallway there is one table and in the north room three, which are a bit larger than the others. There is a small linen table cloth on each. Around the edge of each cloth is a band of soft green on which are figures of animals and children at play. In one corner of the room there is a long table the same height as the other tables in this room. On one end of this table are some extra spoons, forks, knives, glasses and paper napkins, also a large pitcher of milk and a plate of sandwiches covered with a napkin. These are the extra supplies.

While we are observing this room the
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Sing of Nursery School

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girls bring in a green pottery casserole of baked lima beans, a tray of small casseroles of tomatoes, and a platter of bacon.

Just a few minutes before twelve the older children come over from the other building with their teachers, and remove their wraps. They have washed and combed their hair, so they are ready for dinner. The smaller children come down from upstairs, where they have been resting on small rugs on the floor. They, too, have washed and combed for dinner.

Each child goes at once to his place and remains standing behind his chair. The children sit at tables which suit their height so that the chairs will fit them and their feet may rest flat on the floor. If one child talks so much that she can't finish her dinner as soon as the others, she will be moved to another table, where the children are more quiet. Three of the nursery school teachers eat with the children, one in each room. At each of the two other tables one student girl will eat.

The children do not sit down, but stand behind their chairs, fold their hands and bow their heads for the "Thank You" song. Today they sing:

Thank You for the world so sweet,
Thank You for the food we eat,
Thank You for the birds that sing,
Thank You, God, for everything.

Just before the younger children sit down, the girls bring in the plates filled with food and place them on the tables. One plate has a very small serving on it. The girl who gets that doesn't have a vigorous appetite, as she has been ill with a cold. We don't want her to be discouraged with too much food on her plate. If she finishes that she will be offered a second serving. The servings are all small. The children who eat at these small tables are from two to three years old and they neither need large servings nor will large servings encourage them to have a clean plate. Of course, they must have enough food to keep them gaining steadily. We watch their weight charts week by week and should any child lose, or fail to gain weight, he immediately becomes the concern of the entire staff, who try to discover whether he is over-fatigued, isn't getting enough sleep, isn't eating enough of the right kind of food, or is physically not up to par, in which case his parents are urged to take him to a physician. Very few of our children do not gain steadily.

The food for the older children is served to them from the supply table which you saw a short while ago.

Bobby is chosen to serve his table first because he is sitting quietly. He comes up and is given a plate of dinner on a

small yellow tray. He takes this to his teacher. He then serves the other two children at his table and himself last. When he finishes, another child serves his table, and so on.

Before the children begin to eat, the older ones pour the milk. In the smaller room the teachers do this. Each glass holds $\frac{2}{3}$ of a cup, and together with the $\frac{1}{2}$ cup in the food, takes care of the 1 cup we supply each child. He may have another cup after he has eaten all his dinner, including his dessert, which he is not allowed to have until his plate is clean. Helen used to be what we call a "dawdler" until she was allowed to help prepare dinner. Now she finishes in time to help with the younger children. To help prepare dinner is a very great privilege for one of our children.

It is twenty minutes past twelve and three or four children have finished dinner so they get ready for their nap. The older children put on their wraps and go back to the red brick building, and the younger children go upstairs.

Dinner is over until tomorrow.

It's a Genuine Oriental

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have largely replaced Brussels in hotels, offices, and even in homes.

Chenille carpets are made entirely differently from other pile fabrics. First, a chenille fur is made and then woven into the carpet, being bound by fine linen or cotton threads. They are expensive and popular because of the seamless effect produced, but not very durable because of the curious yarn construction.

There is a new synthetic rubberized back rug on the market resembling Wiltons in appearance. The rug is made of goats' hair instead of wool and the pile is inserted vertically into a rubber composition. Because of its durability and seamless effect, it is becoming popular and beginning to compete with other moderately priced rugs.

When one hears about an oriental rug, he immediately sees in his mind a rug of luxuriant appearance, with deep pile, beautiful patterns and colors. The public having been misinformed by salesmen and advertisements, has been led to buy orientals of poor quality and imitation orientals treated with chemicals. Many people fail to realize that it is better to own a well made modern rug than a poorly constructed and poorly designed oriental. Two most important features to notice when buying orientals are the characteristic knot at the base of each tuft of pile and the pattern showing on the back.

Oriental rugs may be divided into two main classes: the plain weaves and pile rugs. Starting with plain weaves, the

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